

National Council of Teachers of English Assembly for Research Newsletter

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Message from the Chair:

Jamal Cooks, San Francisco State University

The 2017 NCTEAR Conference was a huge success. The theme for the conference was Context, Culture, Communities, and Commitment: Activism Through Language and Literacy Research.

Featured speakers Arnetha Ball, Jeff Duncan-Andrade, Jabari Mahiri, and Tonya Perry, and panel presentations covered many issues around reading, writing, language, literacy and culture.

With over 100 participants, the conference made a lasting impact for many reasons.

First, the small conference allowed educators to mingle, talk with, and



2017 Chair, Jamal Cooks

engage in inspiring conversations.

Second, participants were able to meet and talk about important issues with the featured speakers and panelists.

Finally, by having activ-

ism as a component of the conference theme, the educators appreciated participating in a conference that maintained a commitment to social justice and equity.

Special Thanks!

Dr. Cooks would like to thank the NCTEAR Executive Board and the past presidents of NCTEAR.

NCTEAR appreciates the hospitality of San Francisco State University and the Graduate College of Education.

The conference was successful also because of the effort and work of the volunteers that included community members, former

graduate students, and educators. More specifically, Dayo Diggs helped with some of the coordination and the final touches during the weekend.

Jeffrey Duncan-Andrade

The Context of the Moment: The State of Education

Dr. Duncan-Andrade, a committed activist scholar and educator, issued a call to action in his keynote session.

He asked: What is your job in this profession?

Change is needed urgently, and the time for change is now.

Change must come from the people—the community, teachers, and education researchers. There has been enough data collected about the problems of marginalized and vulnerable students, schools, and communities. There have been numerous studies that highlight the qualities of successful students, schools, and teachers

working in underserved areas. Policies come and go, and they have not solved the issues in these communities. If anything, they have led to increased inequality, inequity, and segregation.

Duncan-Andrade rallied academics to step out of their traditional roles of posing questions and into a state of action to help change the problems in education, communities, and society that we examine in our research.

His own research and teaching provides examples of how this can be enacted and achieved through creativity,



Joanne Larson, Jeff Duncan-Andrade, Bryan Brown, & Allyson Tintangco-Cubales

View the video clip with some of the highlights of the conference.

<https://youtu.be/PZvAEuouhLE>

Tonya Perry

Promoting Equity and Imagination

“Preparing Future Literacy Educators to Teach in Culturally Rich Urban Spaces through Civic Engagement”

Dr. Perry’s work provides support and skills that prepare pre-service teachers for working with diverse students in urban areas. Her work offers an alternative to programs

that place non-certified or under-qualified teachers in urban areas that can lead to deficit views and othering. Dr. Perry’s scholarship provides answers and solutions to questions and concerns of many teacher education programs. The students enrolled in the English Education Program in the School of Educa-

tion at the University of Alabama in Birmingham interact with students and the community in order to move beyond seeing students as victims of tragedy and trauma. Instead, they confront stereotypes and learn the value of collaboration with their peers, and connections to students and families.

Jabari Mahiri

The Answers Are in the People

Dr. Mahiri provided insight into how language and literacy research has changed over time. He shared information about the many schools and programs across the country that resulted from the work of activist teachers and scholars.

Mahiri highlighted the conflict between doing activist work and what is honored by aca-

demia. Mahiri discussed the connection between identifying the needs of urban communities and schools, the implementation of programs to address these issues, and the resulting scholarship. Mahiri explained that it was through part-



Jabari Mahiri

nerships with like-minded people that led to the success of these programs and publications such as: *What They Don’t Learn in School: Literacy in the Lives of Urban Youth* (2004) and *The First Year of Teaching: Classroom Research to Improve Student Learning* (2014).

Arnetha Ball

Equity, Justice, and Generativity in Education

“Disrupting Inequity through Education Research”

Dr. Ball identifies herself as an “activist researcher” who must be the change that she wants to see. She asks, “How can we replace hopelessness with radical hope and activism?”

Her many publications and presentations are a testament to her commitment to disrupting inequality through research, for the betterment of all populations, and with real-world implications in authentic settings.

An aspect of this is preparing

teachers for diverse classrooms and communities. Schools and communities that have been historically marginalized deserve highly-trained, creative teachers that not only teach, but help students thrive.

To be successful, these teachers must not only have the ability to learn from their students; they must also be “on the spot pedagogical problem solving, generative agents of change.”

Ball also challenged researchers to conduct activist work that is rigorous and personal.



Arnetha Ball, Dale Allender, Judith Green, & Tonya Perry.

She prompted researchers to think about the following:
 What still needs to be done?
 What is your motivation?
 What impact are you having or planning to have?

History of NCTEAR

The Assembly for Research was approved by NCTE in March 1983 and had its first meeting on Nov. 19, 1983, during the fall NCTE conference in Denver. Under the leadership of James Squire and others, the Assembly for Research was created to provide a venue for research-

oriented NCTE members to share ideas and ongoing work. At that time, there were few formal channels within NCTE for the presentation and discussion of research. Over time the Assembly for Research developed additional goals such as the mission to support early career research-

ers in their development, to promote inquiry into literacy practices and to consider continually what it means to engage in that inquiry, and to provide a democratic body that strives to incorporate research activities into the broader goals and practices of NCTE.

“What still needs to be done? What is your motivation? What impact are you having or planning to have?”

-Arnetha Ball

NCTEAR 2017 Keynote Respondents

An integral component of the conference is the panel of respondents that accompany each keynote speaker. The respondents, drawing on their own perspectives, areas of expertise, and knowledge, allow for a more robust understanding of the topics. Duncan-Andrade respondents: Bryan Brown, Stanford University; Joanne Larson, University of Rochester; & Allyson Tintangco-Cubales, San Francis-

co State University. Tonya Perry respondents: Dave Donahue, University of San Francisco; Edward Fergus, New York University; & Yolanda Sealey-Ruiz, Teachers College. Jabari Mahiri respondents: Marcelle Haddix, Syracuse University;



Yolanda Sealey-Ruiz, Edward Fergus, & Dave Donahue

Korina Jocson, University of Massachusetts; & R. Joseph Rodriguez, University of Texas at El Paso. Arnetha Ball respondents: Dale Allender, UC Davis; Judith Green, UC Santa Barbara; & Tonya Perry, University of Alabama at Birmingham.

Tonya Perry Elected Associate Chair

Dr. Perry is a Professor of Secondary English Language Arts in the Department of Curriculum and Instruction and the Interim Department Chair for Curriculum and In-



Dr. Tonya Perry

struction at University of Alabama at Birmingham. Her research focuses on literacy instruction in the secondary schools, primarily in the areas of writing, urban education, and teacher preparation. Perry is most interested in the ways in which we prepare middle and high school students to meet the writing demands for themselves (personal), college, and career, even more specifically with Black girls. Her focus on research to impact student learning using writing as a tool is published in *Voices from the Middle* and presented at the American Education

Research Association. Perry's book with Rebecca Manery, *Supporting Students in the Time of Common Core*, highlights teachers who are incorporating effective teaching strategies into their classes to increase student thinking as they enact literacy practices.

She is the director for the UAB Red Mountain Writing Project and continues to promote literacy practices such as Family Write Night, Writing with the Stars, teacher PD, Summer Institute, and camps, literacy centers, and after school writing programs.

“How do we create this better world and think about what we offer the places we work?”

-Dave Donahue

Huili Hong Accepts Position at Towson

After several years at East Tennessee State University, Dr. Huili Hong recently accepted a position as an assistant professor in the Department of Elementary Education at Towson University. She continues her work in the areas of teacher education, children's language and literacy processes, interdisciplinary

literacy studies, and English language learners, second/foreign language education.

In addition to her new position and planning the 2018 NCTEAR Conference, Hong has several recent publications including: “Writing as Defamiliarization Processes: An Alternative Approach to

Understanding Aesthetic Experience in Young Children's Poetry Writing” in the *Journal of Early Childhood Literacy*, and “Exploring the Role of Intertextuality in Promoting Young ELL Children's Writing: A Discourse Analytic Approach” to be published in *Classroom Discourse*.

NCTEAR Reception at NCTE Conference

Mark your calendars!

NCTEAR will be hosting a reception at NCTE on Saturday, November 18th, 2017.

The time and place will be announced soon.

There will be a brief information session from NCTEAR Executive Board Members.

After the information session, there will be plenty of time to mingle and connect with your NCTEAR colleagues.

Refer to the website for updated information.



2017 Conference Attendees

Building Bridges at NCTEAR

In addition to the keynote speakers, there were over 25 different sessions at the 2017 conference, including symposia, individual paper sessions, and works in progress. In these sessions, presenters and audience members included a mix of professional scholars, early career scholars, and graduate students.

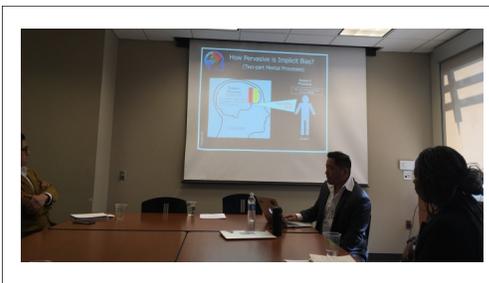
NCTEAR has always prided itself on being a nurturing environment for all researchers.

This became one of the unofficial strands of the annual meeting. It is imper-

ative that we “know our people,” meaning that the conference introduces us to others involved in similar research, no matter what our individual levels of experience. By continuing to be involved in NCTEAR, we are creating a support community that understands the value and need for research that doesn’t always fit into neat categories required to obtain tenure and/or promotion.

This is one of the charges of the organization.

What can we do to assist our peers in continuing this work?



SFSU Presenters: Alejandro Guerrero, Robert Nakamoto, & Mignon Page-Broughton

NCTEAR 2018 Conference Keynotes

We are pleased to announce the confirmed keynote speakers for the 2018 NCTEAR Midwinter Conference at Towson University in Towson, Maryland. Please refer to the website (nctear.org) for updates on the keynotes and more information about their research.

Dr. Doug Baker, Eastern Michigan University

Dr. David Bloome, The Ohio State University

Dr. Ayanna Brown, Elmhurst College

Dr. David Bwire, The College of New Jersey

Dr. Gerald Campano, University of Pennsylvania

Dr. Jamal Cooks, San Francisco State University

Dr. Ana Christina da Silva, Vanderbilt University

Dr. Maria Paula Ghiso, Teachers College, Columbia University

“It’s about love, and it starts there. Who are we sitting with, and who is leading the discussion?”

-Marcelle Haddix

2018 Call for Proposals

The National Council of Teachers of English Assembly for Research (NCTEAR) is now accepting proposals for the 2018 conference at Towson University in Maryland, March 16th-18th, 2018.

The theme of the conference is “Inclusivity, Diversity, Equity, and Activism (IDEA): Research and Practice for Success of All.”

NCTEAR would like to invite you to rethink the critical issues of inclusivity, diversity, and equity in our shared passions, dreams, and worlds of education where students, teachers, and diverse communities succeed in, through,



NCTEAR 2018 will take place at Towson University, March 16-18, 2018.

and with our joint efforts of building the bridges.

Proposals are due October 15, 2017.

For more information about the conference and proposal guidelines, please visit the website at nctear.org.

NCTEAR

Past Officers:

W. Douglas Baker (Eastern Michigan University), Adrienne Dixson (University of Illinois, Urbana-Champaign), Ayanna Brown (Elmhurst College), Alecia Magnifico (University of New Hampshire), Maria Jose Botelho (University of Massachusetts, Amherst), Jayne C. Lammers (University of Rochester)

We're on the Web!

nctear.org

The Assembly for Research (AR) is an organization under the auspices of the [National Council of Teachers of English \(NCTE\)](http://www.ncte.org).



The AR shares similar concerns with three other groups: the [NCTE Standing Committee on Research](http://www.ncte.org), the National Conference on Research in Language and Literacy (NCRL; formerly NCRE), and the [NCTE Research Foundation](http://www.ncte.org). All four groups share an interest in the conduct of research in the English/Language Arts and related fields.

Keynote Speakers' Recommended Readings

- Arnetha Ball** (2015). Preparing teachers for diversity in transnational contexts. In Lampert, J. & Burnett, B. (Eds.). *Teacher education for high poverty schools*. NY: Teachers College Press.
- (2012) To Know Is Not Enough: Knowledge, Power, and the Zone of Generativity. *Educational Researcher*, 41(4), 283-293.
- Jeffrey Duncan-Andrade** (2013). "Deconstructing the Doublethink Aimed at Dismantling Ethnic Studies in Tucson" in Romero, A. and Cammarota, J. (Ed.), *Raza Studies: The Public Option of Educational Revolution*. University of Arizona Press.
- (2011). "The Principal Facts: New Directions for Teacher Education" in Arnetha Ball & Cynthia Tyson (Eds), *Studying Diversity in Teacher Education*. Washington, DC: American Educational Research Association.
- Jabari Mahiri** (2017) *Deconstructing race: Multicultural education beyond the color-bind*. Multicultural Education Series (James Banks, Editor). New York: Teachers College Press.
- (2016). Buffalo scholars: Fights for equity in the academy. In Mitchell, P. A. (Ed.). *African American males in higher education leadership: Challenges and opportunities*. New York: Peter Lang.
- Tonya Perry** (2015). Preparing teachers to instruct English language arts in urban contexts. In J. Brass & A. Webb (eds.), *Teaching the English language arts methods course: Contemporary theories and practices* (pp. 135-146). Routledge: New York, NY.
- (2014). Teaching *The Watsons Go to Birmingham—1963* as a critical text for social justice issues. In P. Paugh, T. Kress, & R. Lake (Eds.), *Critical and new literacies: Teaching towards democracy with/in through post-modern and popular culture texts* (pp. 59-75). Sense Publishing: New York, NY.

Closing Remarks

In troubling times, the annual NCTEAR conference provides a respite from an environment plagued by negativity, apathy, and helplessness. The scholars and students who attend and present at the conference provide concrete proof that activist literacy research does make a difference in communities and schools. Just as importantly, they are a source of inspiration for all attendees who want to pursue meaningful research to improve the lives of others.

Some of the themes that emerged during the conference reminded us that research is personal, stemming from what we see, and know, and want



Mural at San Francisco State University.

to understand. Research is about love and commitment—to where we are and what we do.

Researchers have an ethical responsibility when designing, implementing, and publishing research. Interrupting the fixed edu-

cational narratives requires moving away from deficit-based studies and introducing new voices, new stories of programs and strategies that result in success, and stories of hope, courage, determination, and resistance.

Finally, research is about gratitude—to previous scholars who provided foundations, to the participants that brought about changes in perspectives and policies, and to one another who provide the support needed to continue to do research that goes against the status quo.